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ABSTRACT

Value conflicts are a basic part of social studies instruction; however, the inclusion of these conflicts in social education presents several obstacles: 1) inadequate teacher preparation; 2) stultifying student teaching situations; 3) censor-ridden communities and fearful school administrations; 4) conforming teachers; and, 5) a lack of knowledge of sources of materials. One of the prominent lacks in dealing with values is that the instructional materials are typically drawn from only a broad middle section of popular books and magazines. The basic text attempts to provide a moderate view of events in the most efficient manner. But true inquiry into social issues demands first-person opposing views, in addition to "objective" materials authored by a third person. The decision of what materials are used in social studies instruction should include consideration of literature not now present in schools, but the dissident press are effectively censored by: 1) lack of adequate indexing; 2) lack of knowledge about them by teachers and librarians; and, 3) lack of access to them in classrooms and libraries. A highly useful NCSS project might be to partially bridge this information gap. (A selected bibliography of the dissident press is appended.) (JLB)

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DISSIDENT LITERATURE AND SOCIAL EDUCATION

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DISSIDENT LITERATURE AND SOCIAL EDUCATION

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Conflicts in values are a basic part of social studies instruction. To argue otherwise would be to assume that 1) there are no value conflicts or 2) they should not be basic to the social studies. Value conflicts, however, occur in societies and are well documented in the United States. Robert Lynd wrote of these conflicts in 1939[1]; Otto Klineberg related value conflict to war in 1964[2]; Edgar Friedenberg dealt with value conflicts in school settings in 1962[3]; Morris Ginsberg and Seymour Lipset spoke of multi-values in contemporary society in 1955[4]; and Maurice Hunt and Lawrence Metcalf provided a means for teaching about value conflict in 1968[5]. A bibliography of works on this subject by social scientists and social critics would consume more pages than any journal has available. In fact, each issue of the daily newspaper provides awareness that value conflicts are a dominant part of social interaction. Dissident viewpoints are a part of national life.

If one argues that conflict exists, but should not be basic to social studies instruction in the schools, then the obvious question of what social studies should be arises.

If conflicting values are avoided, despite their prevalence as social phenomena, the resulting curriculum is sterile, uni-dimensional study, disturbingly irrelevant to either contemporary society or historical study. Events in history cannot be taught so objectively as to avoid value conflict, especially since the events typically included are the results of major conflicts, i.e., wars. To attempt to teach the social sciences in a manner to exclude value conflict assumes agreement on values that social scientists do not accept. The positive argument is that because value conflict is a pervasive aspect of society, it rightly belongs in the social studies, and is, indeed, basic to instruction in the field. As Oliver and Shaver,[6] Hunt and Metcalf,[7] Massialas and Cox,[8] Selakovich[9] and a host of other writers indicate, the selection of content for social studies instruction must include value conflict.

The continued avoidance of value conflicts in social studies instruction is a major facet of the truth in Jules Henry's remark that "Learning social studies is, to no small extent, whether in elementary school or the university, learning to be stupid."[10]

The case for inclusion of conflicting values in social education presents several obstacles: inadequate preparation of teachers, stultifying student teaching situations, censor-

ridden communities, fearful school administrations, conforming teachers, and lack of knowledge of sources for materials. This paper cannot respond to all obstacles except to suggest that colleges and schools seek to develop more enlightened programs for teacher preparation, community education and administrator support for intellectual freedom.

Intellectual freedom for teachers is not a new idea. College faculties have long recognized the vital need for protection of the right to investigate and express unpopular ideas. Unfortunately, public school teachers have not had a history of such interest in and protection of academic freedom. Librarians have national committees and publications devoted to the protection of intellectual freedom, but teacher groups like the National Council for Social Studies have only recently and sputteringly developed agencies for this purpose. Teacher education programs, both in subject field courses and professional work, fail to imbue teachers with the spirit to establish and defend these freedoms. Communities have not been educated to understand the societal need for protections in the cause of enlightened democracy. And administrators, acting in the political and not the educational realm, respond to public pressures by failing to give support to individual teachers.

None are blameless in this lack, but the teachers themselves have the most at stake and the best access to corrective action by group means. If social studies teachers became sincerely convinced that the protection and exercise of intellectual freedom is a <u>necessary</u> condition for their work, the protections would develop. This is the means by which college faculties and librarians developed some protections. What has happened, instead, in elementary and secondary schools is that individual teachers have been sacrificed for their exercise of intellectual freedom, and no group has become interested. It has only been during the last decade that groups like the American Civil Liberties Union and the American Association of University Professors have developed interests in the academic freedom of elementary and secondary teachers. Despite the major contemporary moves toward increased teacher militancy, there has been no significant mass teacher concern for their own protection in dealing with controversial issues. Rather, the concerns have been for economic and political gain as a result of teacher power.

One of the prominent lacks in dealing with differing values in schools is that the materials used for instruction are typically drawn from only a broad middle section of popular books and magazines. The basic text is an attempt

to provide a moderate view of events in the most efficient manner. Conflicting views are usually provided by third-person analysis, with stress on neutrality although one view is typically successful. Economic ideas that differ from standard modification of laissez-faire free enterprise are described to students in a we-they grammatical structure that does not permit students to examine the direct writings of advocates. Teachers present authors who write <u>about</u> opposing political systems rather than authors who support or deny conflicting forms of government. While it is obviously appropriate to present students with literature which analyzes social issues in objective and detached writing, isn't it also pedagogically sound to provide students with primary arguments on value conflicts? Can one adequately learn wise decision-making when the schools edit out the views of those who do not agree with popular ideas? Isn't the strength of an open society related to the public discussion of issues as presented by those who can most earnestly and honestly represent positions?

These questions suggest an alteration in material used in courses. The dispassionate observer who describes is not eliminated, but the opposing views are also available through

the actual writings of involved humans. True inquiry in social issues demands this approach.

In standard textbooks problems are presented as though only two views exist - "be sure to read both sides" and one side enjoys the favor of the author. The text writer assumes an omnipotence for determining which views to select and how to present them.

The usual current events program incorporates a bland weekly newspaper with outdated controversy and a middle view of value conflict. If the teacher desires to have students pursue an issue uncovered in the text or current events work, the assignment may include magazines in the school library. The standard school library collection of periodicals also includes a strong collection of middle road magazines with a small scattering of journals with diverse view, e.g. National Review and New Republic. A bright student may make use of an index (PAIS, Education Index, Social Science and Humanities Index, Readers Guide, etc.) to search out a topic only to discover that the school library does not have most of the journals shown. Additionally, many important and interesting journals are not indexed in the reference works because their circulations are samll and/or librarians do not suggest them for indexing.

This problem or inadequate indexing of articles is not merely a radical journal problem. Even middle road journals, including those of many state education associations, regional professional groups, and the state social studies councils that publish journals are not indexed. Thus, if a student wanted to find articles relating to history teaching in several states, he would have to rely on only those reported in major, popular journals which are cited in the standard indices.

More importantly, the dissident press - those journals which attempt to provide an outlet for positions which differ from the mainstream - are effectively censored in schools by 1) lack of adequate indexing 2) lack of knowledge about them by teachers and librarians and 3) lack of access to them in school classrooms and libraries. It is difficult to imagine that full treatment can be given to social issues when only the middle road positions are expressed. This does not argue that <u>all</u> journals are equally valuable, or that <u>all</u> views are equally acceptable, or that <u>all</u> positions must be understood before education occurs. Rather, it argues that the decision of what materials are used in social studies instruction should include consideration of literature not now present in schools. How can the social studies teacher who desires to provide open inquiry into social issues ignore the

dissident press? Surely, the least that can be expected is that these teachers will become aware of those divergent views which are not in mainstream publications in order to make an enlightened judgment about which materials to use.

In a book review of Joy Elmer Morgan's The American Citizen's Handbook (NCSS, 1968),[11] I suggested that the NCSS undertake the publication of material which draws from a spectrum of views including material from the dissident press. I think that this would be a great service to the profession, and would dramatically show the intellectual commitment of the Council to free expression and inquiry education. With the present pressures on academic freedom, this service would be of increasing value. A minimal start in this direction would be for the NCSS to publish an annotated bibliography of the dissident press for distribution to its membership. This would at least offer the opportunity for social studies teachers to become aware of the existence of this material.

The following bibliography is provided as a very limited selection from a much larger list. It is presented to indicate some of the journals savilable. I am indebted to Charles J. Adams, Librarian at the La Porte, Indiana, Public Library who granted me permission to reprint portions of his annotated

bibliography[12] in an article in Social Science Record (another non-indexed journal),[13] to Betty Reardon of the World Law Fund for her suggestions, to Professor Kenneth Carlson of Rutgers Center for Social Education, and to Helen Kehoe, Charles Cammarota and other doctoral students at Rutgers.

SELECTED BIBLIOGRAPHY OF THE DISSIDENT PRESS

American Federationist

American Opinion

Censorship

Changing Education

Christian Crusade

Civil Liberties

Dan Smoot Report

Dissent

El Grito

Environment

Freedomways

The Futurist

Futures

I. F. Stone's Weekly

Insurgent

International Organization

International Conciliation

International Peace Research Newsletter

Motive

New Left Review

Political Affairs

Realist

SELECTED BIBLIOGRAPHY OF THE DISSIDENT PRESS (continued)

Sons of the American Revolution Magazine

Survival

War-Peace Report

NOTES

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[3]Edgar Z. Friedenberg, "The Gifted Student as Enemy", found in Thomas Linton and Jack Nelson, Patterns of Power: Social Foundations of Education, New York: Pitman Publishing Company, 1968.

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[8]Byron Massialas and C. Benjamin Cox, Inquiry in Social Studies, New York: McGraw-Hill, 1966.

[9]Daniel Selakovich, The Schools and American Society. Waltham, Mass.: Blaisdell Publishing Co., 1967.

[10]Jules Henry, Culture Against Man, New York: Random House, 1963.

[11]Jack L. Nelson, Review of The American Citizen's Handbook, Social Education, March, 1969, pp. 343-4.

[12]Charles J. Adams, "The Forgotten Periodicals: A Check-list of the Dissident Press", R. Q. Winter, 1966.

[13]"The Social Studies and the Dissident Press", Social Science Record, Fall, 1967.